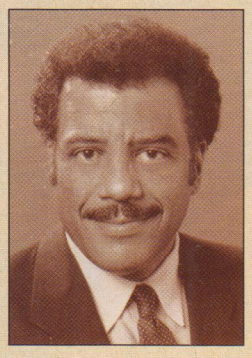
Building Effective Partnerships

A Special Supplement to
Technology & Learning
Sponsored by Apple Computer

A Word From Apple Computer...



Fellow educators,

Apple's deepest roots are in education. So it's a pleasure to bring you this information about business/school partnerships.

Over the past 15 years, we at Apple have evolved mutually beneficial partnerships with educators all over the nation. For us, an important outcome has been learning what kinds of tools educators need to support their goals. We're also enjoying the opportunity to discover—with you—the many ways in which technology can inspire changes in education.

In return, we've developed tools that can help you be more effective professionals. We've provided options from which you can make the right decisions for your students. And we've offered special pricing to educators.

During this time, individual schools and districts have also been developing other partnerships with businesses and community groups. Some of these partnerships have established apprenticeships or mentoring programs. Others have funded scholarships for at-risk youth, or provided needed equipment for financially strapped schools. And still others have created professional symposia that revitalize teachers. However, the goal they all share is to improve education.

The information in this supplement explains the concept of business/school partnerships, looks at many of the possibilities, and provides useful references for getting started. You'll find some ideas that are familiar, and others that may be useful jumping-off points for your own work. The supplement is really a way of sharing with you what you're doing collectively. And it's also the first step in a new Apple partnership program that you'll be hearing more about in the coming months.

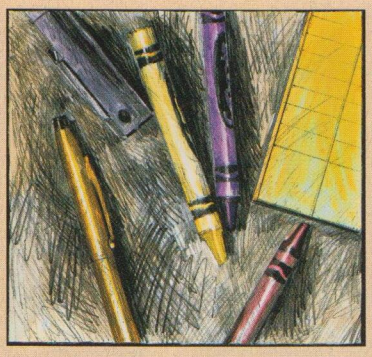
As you read the following pages, consider what kinds of partnerships will meet your own educational goals. Then use your imagination to envision them. And remember that good partnerships are a two-way street: They're most successful and satisfying when, over the long term, all participants are contributors as well as recipients.

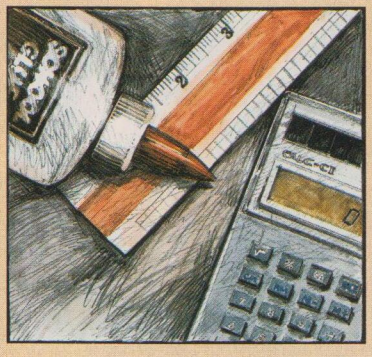
Yours in progress,

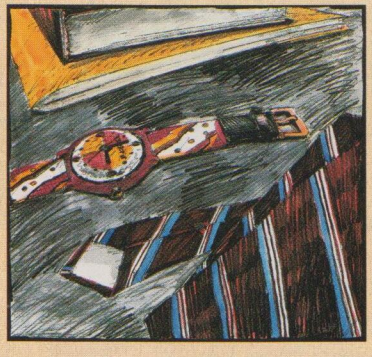
BR Gifford

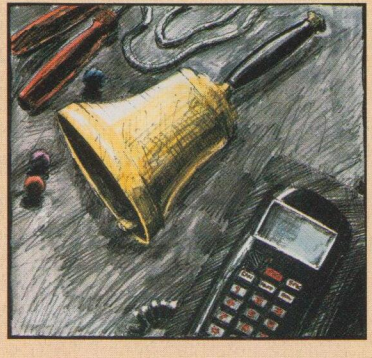
Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.

In This Special Supplement...









Why Partnerships?

by Daniel E. Kinnaman

Many educators involved in restructuring education are hoping to establish business/school partnerships to help support their reform efforts. Those educators already involved in successful partnerships have learned that such partnerships are built on a single important principle: *Both partners need to benefit.*

What Kinds of Outcomes Result From Effective Partnerships?

by Daniel E. Kinnaman

Supplemental funding for a school or district is the most common outcome of business/school partnerships. But there's more to be gained than money. Effective partnerships can produce scores of beneficial outcomes for all participants.

- Outcomes That Empower Teachers
- Outcomes That Expand Student Learning
- Outcomes That Improve Organization and Management
- Outcomes That Build Coalitions

Where to Look for Partners

by Gail Morse

In drawing up a list of potential partners, most educators start—and end—with a dozen familiar Fortune 500 names. But in fact, there are many other potential partners to consider, partners that come from all sectors of the local and national community.

How to Get More Information

by Ellen R. Bialo and Jay P. Sivin-Kachala

A large array of information resources is available to schools and districts interested in developing partnerships. Here's a list of some of the most helpful resources.

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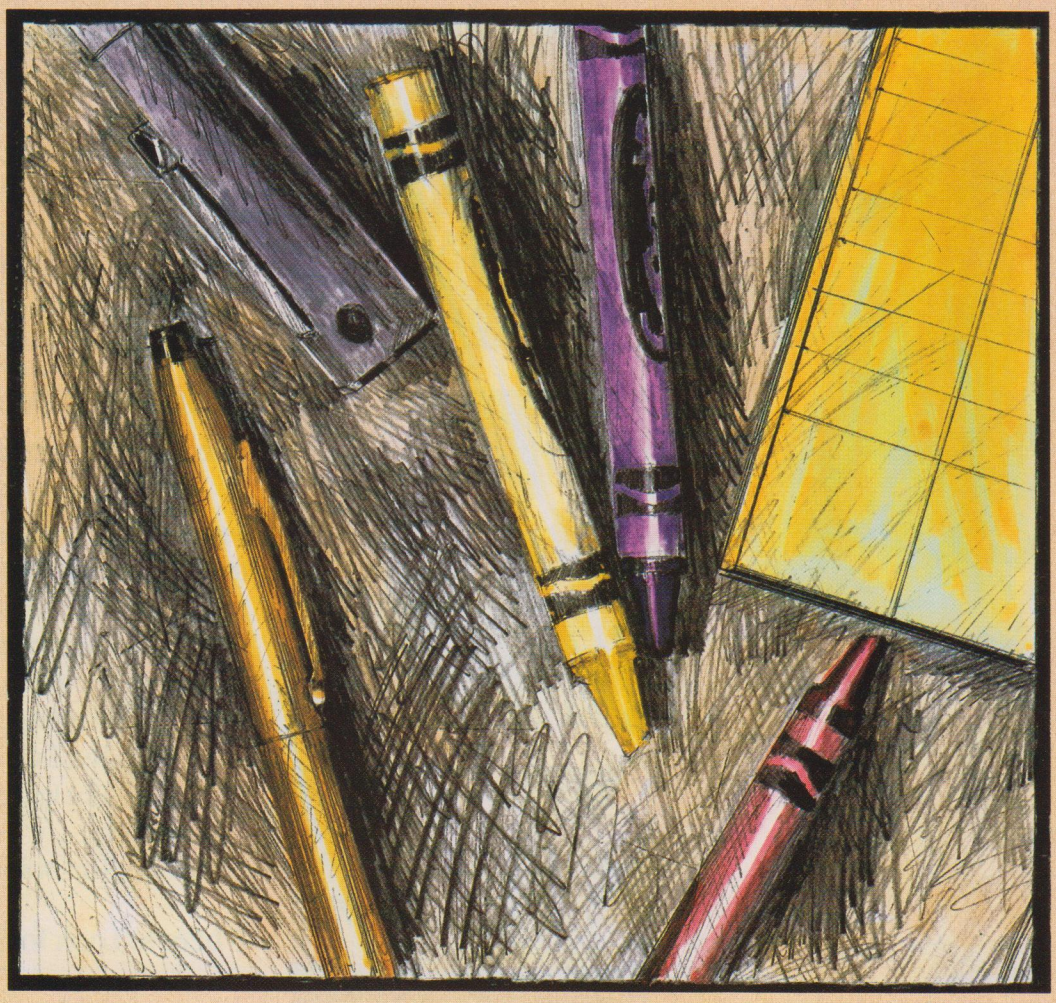


School/business partnerships are enjoying a period of unprecedented popularity and growth. A 1989 study conducted by the National Center for Education Statistics found that only about 24 percent of the nation's schoolchildren attended schools that engaged in partnerships with business. By comparison, a 1991 study conducted by the National Association of Partnerships in Education (NAPE) for the U.S. Department of Education revealed that more than 65 percent of the total student population attended schools in districts with partnerships. While these two studies are not entirely comparable (the 1989 study surveyed individual *schools* while the more recent one surveyed *districts*), they do underscore the increasing interest among schools and businesses in entering into partnerships with one another.

What's more, the White House recently recognized the importance of school/business

alliances as a key ingredient for education improvement through *America 2000: An Education Strategy.* This initiative, which was drafted for the President by Secretary of Education Lamar Alexander and is supported by the nation's 50 governors, has resulted in the establishment of the New American Schools Development Corporation, an organization with the main goal of forging national partnerships between business and education. The New American Schools Development Corporation will channel money from the private sector into the hands of the educational innovators to build the next generation of American schools.

Where is all this momentum coming from? Why are so many partnerships being forged now? The answer lies in part in the educational reform movement that has captured the intense interest of the nation. The need to foster school/business partnerships grows in part from the need to meet the challenges of the 21st century.

The Need to Restructure Education

America's system of education has long been a model for the rest of the world. Its strength is drawn from hundreds of thousands of highly competent and dedicated teachers and administrators who put a tremendous amount of time and energy into their work. And its promise is evident in the precept that schooling must be and will be available to the entire population.

But despite past successes, the public's perception of American education has changed from pride to frustration. Why is this so? For one thing, there is a growing realization throughout the country that learning the same things that students learned 20 years ago isn't enough to prepare today's students for tomorrow's world. The materials and methods used to teach students in an industrial age are clearly out of step with the needs of students in today's technology-driven information age.

Widespread concern has also resulted from the difficulty schools have in meeting the needs of an increasingly diverse student population. Social, moral, and political forces have created challenges that schools have never before had to address. How are schools to respond to the growing number of students whose native language is not English? And how are schools to deal with the social and economic issues that bring millions of kids to school every day unready to learn because they suffer from poverty, drug abuse, or dysfunctional families?

The magnitude of these social issues is so enormous that many Americans worry that our education system *in its current form* may not be capable of responding adequately to the rapidly changing situation. The rules of the game have changed to the extent that the need to restructure is evident.

Obstacles to Overcome

Despite their agreement with the premise that reform must take place, many educators are finding that changes—especially fundamental changes in the structure and function of schools—do not come easily. Powerful constraints to change are so well entrenched in the present system that overcoming them often seems an insurmountable task. Consider, for example, the process of setting school budgets. While the process is rarely identified as an obstacle to reform, it may do more to discourage change than any other single factor. That's because more than 75 percent of most school budgets is allocated to recurring fixed costs such as staff salaries and building maintenance.

This is where successful partnerships with business become so important. With the school budget process and other factors acting to

preserve the traditional school structure, collaboration with the business community can be one of the most effective ways for schools to break through the barriers to change. Partnerships can help schools implement reforms and try out innovative programs that will prepare today's students for the demands of the 21st century.

Partnerships: A Two-Way Street

What makes a successful business/school partnership? That's a difficult question to answer—in part because every alliance has its own set of partners with their own sets of needs. Nonetheless, one principle seems to hold true: *For a partnership to last, both partners need to benefit.* Both partners need to come to the table equipped not only with a list of needs, but also with a list of resources to offer. By opening the lines of communication in this way, both partners reach a better understanding of one another, and therefore any partnership they undertake has a greater likelihood of success.

Here's a glimpse at the kinds of resources that business and education can and do offer one another. The next section will expand upon and provide specific examples of partnerships that demonstrate these ideas.

What Business Can Offer Education:

Monetary donations from businesses to schools are perhaps the most common kind of contributions businesses make. According to a survey conducted by the Council for Aid to Education and the Conference Board, charitable contributions from the business community to schools in 1990 reached a record high of about $265 million—a 12 percent increase over 1989 corporate giving.

But while this is a significant amount, it is barely one-tenth of one percent of the total spent on K-12 education. (According to the Department of Education, elementary and secondary schools in the United States—both public and private—will spend $249 billion in 1991-92.) Clearly, looking at school/business partnerships strictly in terms of the number of dollars business can contribute limits what can be expected of such partnerships.

But business has other valuable resources to offer schools. These resources when combined with financial contributions can greatly assist schools in their reform efforts. These resources include organization and management skills, research and development resources, technology support, public relations and marketing programs, and coalition-building expertise.

Organization and management skills: Reorganizing to replace old structures and ways of doing things with new ones is never easy. The larger the organization, the more difficult and painful the reorganization is likely to be.

Yet many businesses have been through successful reorganizations. According to the National Alliance of Business's *Blueprint for Business on Restructuring Education*, business has learned through experience "what it takes to reorganize management; centralize or decentralize decision-making; contract out services; change management-employee relationships and responsibilities; and recognize and award employee performance." Business may be able to help educators think through the steps necessary in reorganizing their own institution.

Education can also benefit from corporate know-how in the area of strategic planning. Business models such as *total quality* which provide a framework for continuous improvement are relatively new to education. Effective partnerships can help schools successfully

implement such strategies to promote systemic change.

And performance assessment is still another area in which business can assist education. The overall effort should be not so much to replicate what business has done, but rather to study what business has learned and to apply that information judiciously to educational situations.

Research and Development: Business invests in its own future through research and development (R&D). While much business-related R&D is conducted internally, partnerships between business and higher education have produced many useful R&D projects. In fact, more than 70 percent of total corporate investments in education currently goes to colleges and universities.

R&D partnerships with K-12 schools are less common, but they can be quite successful—especially when a higher education partner is included. Areas of exploration for such partnerships include the development of better learning products, improved pedagogy and instruction, and better organization and management.

Technology Support: Most businesses spend a lot of money on technology. Through partnerships with business, education can more easily explore how technology might be used to meet specific instructional and information needs. Such partnerships might include cooperative sharing of resources, joint R&D ventures, and shared training resources, as well as the acquisition of hardware and software.

Public Relations/Marketing: Education in America is suffering not only from a lack of resources, but also from a poor image. By comparison, many businesses excel at creating sophisticated marketing and public relations strategies to promote themselves and their products or services. Business/education partnerships that use public relations and marketing skills to promote *educational values* have the potential to improve school programs as well as the public's perception of them.

Coalition-Building Expertise: While education has traditionally operated in isolation from other organizations, businesses have learned how to forge coalitions, and how to lobby for changes that benefit the business climate. Education may be able to learn something from business in the development of strategic links with other organizations such as human service agencies, businesses, and community organizations.

What Education Can Offer Business:

We lose the real power of partnership if we view education only as the source of the problem and business only as the source of the solution. Education has much to offer.

The U.S. Congress's Office of Technology Assessment (OTA) estimates that in any given year, at least 15 percent of the work force needs some new training. If business is to prosper, it will need to learn how to train and retrain its work force efficiently. Education can offer learning theory, teaching expertise, and facilities.

Learning Theory: During the past two decades, educational researchers have made great strides in understanding how people learn. The writings of such experts as Jerome Bruner, John Goodlad, and Howard Gardner have provided excellent guidelines for educators across the country who are involved in improving teaching skills, curriculum development, and assessment techniques. Business can profit from many of the findings of these and other educational researchers.

Pedagogy: In general, professional teachers know more about what makes for good teaching than business people do. Just as schools can benefit from the management and organizational expertise of business, so business can benefit from the pedagogical expertise of today's educators.

To address the education needs of its employees better, business could identify teachers who have demonstrated excellence in teaching and invite them to participate in education reform in the work place. While this is a new twist to business/education partnerships, those who pursue it are likely to find a new dynamic in the corporate classroom.

Facilities: A community's school system is often its largest organization—public or private. Yet, except for athletic facilities, the community's huge capital investment in plant and equipment generally goes unused outside of the eight-hour school day and nine-month school year.

Expanding the use of the school system's existing facilities offers powerful opportunities for school districts interested in partnering with business. For example, a business might help to fund the installation of an advanced communications system and computer network in an existing school building. In turn, the school system would allow the business to use the facilities during off hours for company training programs and other technology-based projects. Not only would such an arrangement represent a potential cost savings to both partners, it would also foster a deeper relationship and commitment to each other's success.

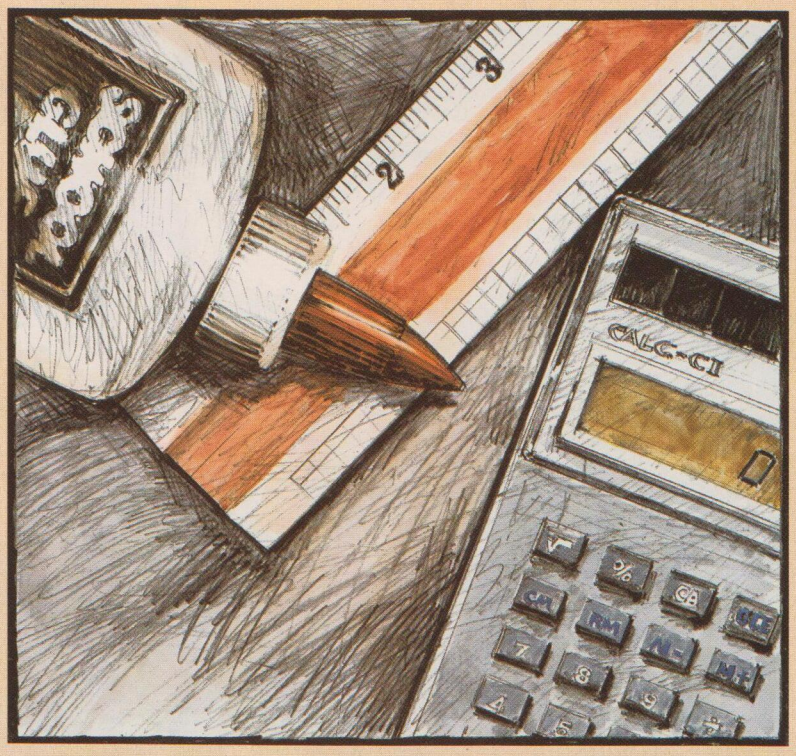
Conclusion

In many ways business and education share a common goal: the desire for a better-educated public. Business and education may view the agenda for achieving this goal from different vantage points, but it is clear that the two sectors are becoming increasingly interdependent. Effective partnering is a way to address—together—this important goal.

What Kinds of Outcomes Result from Effective Partnerships?

By Daniel E. Kinnaman

Supplemental funding for a school or district is the most common outcome of business/school partnerships. But if you only think money, you're missing the point. Effective partnerships produce outcomes besides financial aid—outcomes that may be even more effective in generating reform.

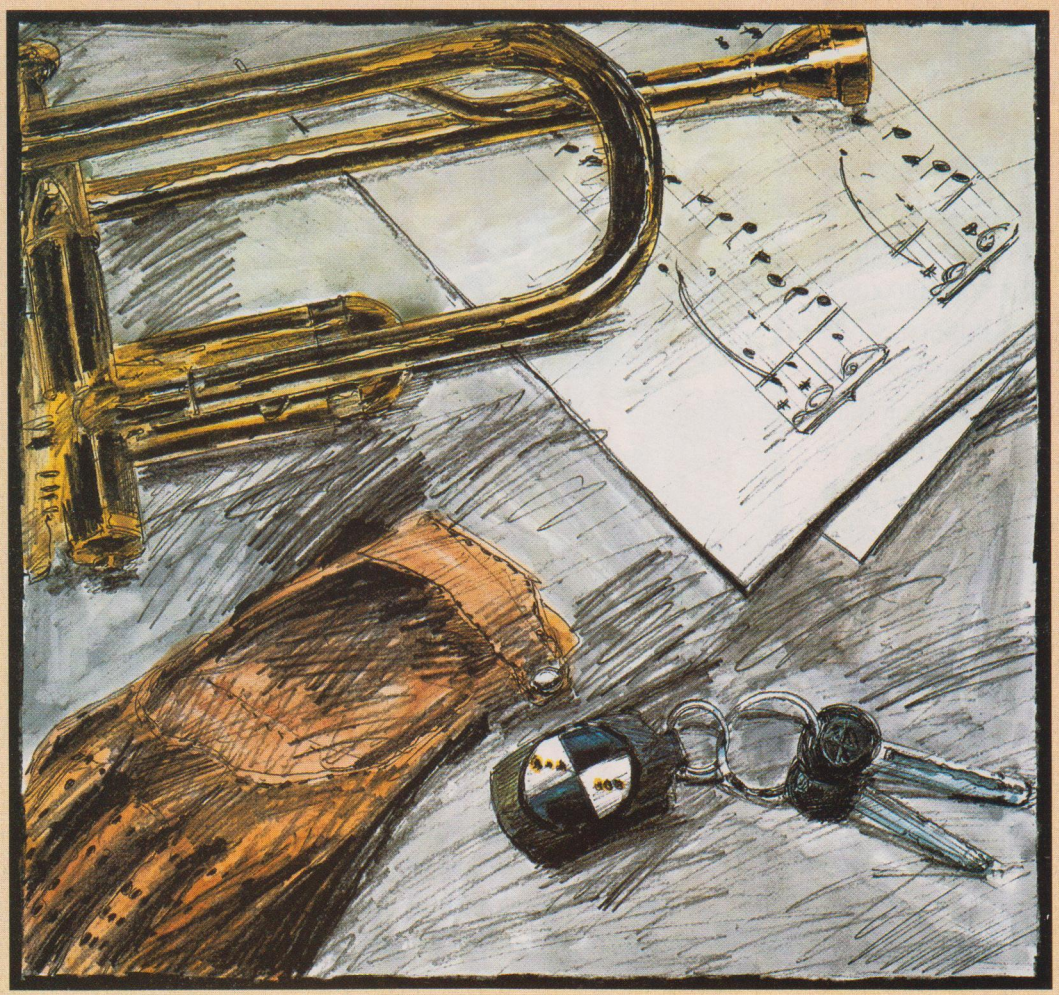


Along with the dramatic increase in the number of partnerships today, there is an equally dramatic shift in the *nature* of partnerships. No longer is a school/business partnership synonymous with a simple cash donation from a business to a school. Instead, partnerships are being developed around a set of *mutually beneficial outcomes* that both the business partner and the education partner are committed to achieving. Monetary assistance is often part of a partnership, but rarely are today's partnerships viewed as a one-way street. On the contrary, both schools and businesses are finding that there are many outcomes beyond monetary assistance that are worth striving for, outcomes that draw on the best resources of both partners for the good of the nation's students—and its work force.

The following pages present profiles of some of the most effective school/business partnerships in place today, and suggest a wide variety of outcomes or products that can result from such partnerships. As you read, you might want to ask yourself: Which ideas for partnerships could be best adapted to our own situation? Which could work best given our current resources and personnel? And which outcomes best meet our school or district's needs?

While educational improvement is the primary objective of most partnership efforts, you should also notice the many ways in which the outcomes of these partnerships benefit business as well as education.

Outcomes That Empower Teachers



Good teachers—those who are innovative in addition to being pedagogically strong—are critically important to the success of American education. Energizing these teachers—by providing them with more opportunities to interact and to try new ideas and approaches—is fundamental to education reform. School/business partnerships can help by focusing on the following outcomes:

Providing Opportunities to Update Skills and Knowledge:

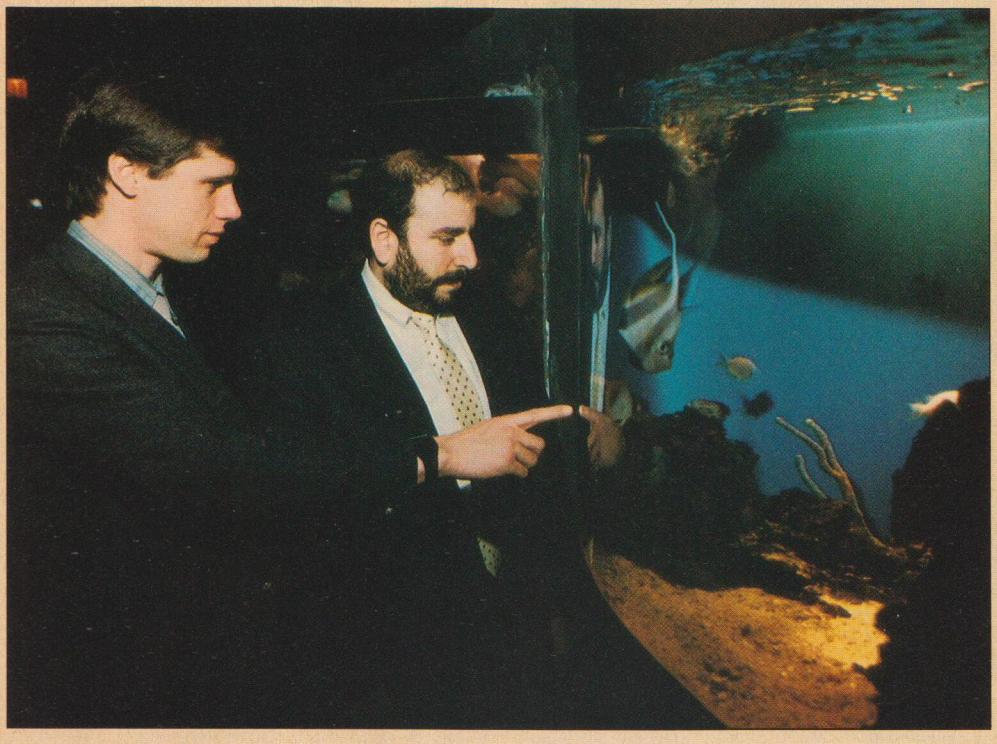
One of the most significant ways that school/business partnerships can empower teachers is by enhancing their opportunities for professional growth and development. This can be accomplished in several ways, including the following:

Sponsoring Conferences: A partnership between the School of Education at the University of Connecticut (UConn) and the Hamilton Standard division of United Technologies over the past few years has produced an annual science and technology conference for teachers in New York and Southern New England. This year, the conference will feature internationally known speakers from schools, universities, and industry in the areas of multimedia, telecomputing, and oceanography. It will also include a special session at the Mystic Marine Life Aquarium.

The partnership offers benefits to all of its partners. It provides teachers with updated information in science and technology, and tangibly recognizes their contribution and the importance of their profession. At the same time, UConn, Hamilton Standard, and the Aquarium benefit from recognition for their involvement, and the opportunity to influence science and technology education. In the long run, business also benefits from the contributions of students whose new interests in science and technology lead them to pursue professional careers in those areas.

Internships: Partnerships that give teachers the opportunity to work on a temporary basis in corporate-sponsored internships related to their fields of expertise also enable teachers to update their skills and knowledge. Polaroid and the schools near its Cambridge, Massachusetts, facility, for example, have achieved success through a program that enables local teachers to work at the company for a year.

Research positions and internships also provide a custom-made opportunity for fruitful three-way partnerships among K-12 schools, businesses, and institutions of higher education. For example, the Hoechst Celanese Chemical



Steven Lindia, (right) a former graduate student in science education at the University of Connecticut, coordinated the 1990 Hamilton Standard/UConn Challenger 7 Science Conference, the theme of which was "Science Technology and Environmental Education: Exploring Inner Space."

company, which makes the main ingredient in Tylenol, offers short-term research positions to teachers through a partnership program organized by Texas A&M University. This type of partnership enables the company to gain research support, it strengthens the University's relationship with the corporation and contributes to its capacity to conduct important research, and it provides participating teachers with opportunities to update their content knowledge while earning graduate credit and/or additional income. Hoechst also has the opportunity to influence student preparation in specific content areas through teacher development, and, through the teachers, to encourage student interest in those areas as possible career choices.

Offering Teacher Recognition:

Another way in which a partnership can empower teachers is through various kinds of teacher recognition. Such programs generally appeal to business because sponsoring companies become associated with quality. And of course these programs offer opportunities to showcase innovative teaching techniques.

Grant programs, traditionally philanthropic in nature, are a major vehicle for corporate recognition of teachers. Consider RJR Nabisco's five-year, $30 million *Next Century Schools* grant program. According to RJR Nabisco chairman and CEO Louis V. Gerstner, the program is aimed at "arming the insurgents." He wants to equip those educators that Deputy Secretary of Education and former CEO of Xerox David Kearns calls "responsible rule benders" with the opportunity to try radically different approaches. Enterprising and innovative teachers can garner three-year grants of up to $750,000 from RJR Nabisco to support school reform projects in their districts. This kind of funding empowers teachers and their schools to undertake comprehensive, long-term projects.

What's in it for RJR Nabisco? Plenty. Schools that apply for the Nabisco grants give Gerstner and his company an opportunity to participate in the process of educational reform where it counts most—on the front lines. Also, RJR Nabisco reaps the traditional benefits of philanthropically supporting education. And the company further benefits from having the opportunity actively to help shape the characteristics of tomorrow's work force.

In addition to offering grants, many corporations recognize outstanding teachers through awards programs which are publicized through the media. Award-winning teachers may then be offered consulting/speaking opportunities in both education and business circles, opportunities which can contribute significantly to both teachers' professional growth and to the understanding of educational problems within the business community. The major outcome of these programs for business is increased visibility and recognition for community support.

Recruiting New Teachers:

The federal government is projecting severe teacher shortages for the future, especially in science and mathematics. School/business partnerships are helping to close the gap by making it easier for employees in fields where there are current teacher shortages, such as engineering, to make a career switch to teaching.

For example, Digital Equipment's *Engineers Into Education* program enables retired engineers, and in some cases active employees, to complete the course work required for teacher certification at company expense. During this year alone, Digital's program will add more than 60 B.S. degree holders to the teaching profession.

Such programs benefit both the schools and the businesses that participate in them. In addition to gaining new teachers in science and math, schools that employ second-career teachers also gain the years of practical experience and content application that these new teachers bring from their corporate careers. And the positive publicity that businesses enjoy through such programs helps to make them attractive employers to young people. Businesses also gain the opportunity to support the curriculum in areas they believe to be important (such as engineering) by encouraging employees with expertise in those areas to volunteer.

Involving Teachers in Research:

Endowments are a common mechanism for involving university faculty in research-based partnerships between business and higher education. Technology-related examples include Sony's endowment of a $3 million chair in computer engineering at the University of Illinois, and LEGO Educational Systems' creation of a $1 million LEGO chair at the Massachusetts Institute of Technology to support the work of Logo pioneer Seymour Papert. The primary incentive for business in establishing these endowments is directly connected to the companies' research-and-development efforts.

Such direct support for research is not as common at the K-12 level. Yet the idea of endowments may be worth considering. K-12 endowments might focus not on research, but on supporting particular functions within the school organization. And the person who assumes a chair might also provide training, consulting, or research results to the business that endowed the chair. Organizationally, the school benefits because the stable funding offered by an endowment allows the school to focus its attention on a selected area of technology (or other area of importance) without fear that budget cuts will undermine the school's progress in that area.

Outcomes That Expand Student Learning

Children comprise only about 25 percent of our population, but they represent 100 percent of our future. Helping them to learn more, and to like learning better, is central to a strong system of education. Successful school/business partnerships can have a significant effect on student learning through the following outcomes:

Providing "Real World" Opportunities and Experiences:

When students see the connection between what they study in school and what's happening in the real world, their learning becomes energized. Partnerships whose outcomes include bringing the "real world" into the classroom can be

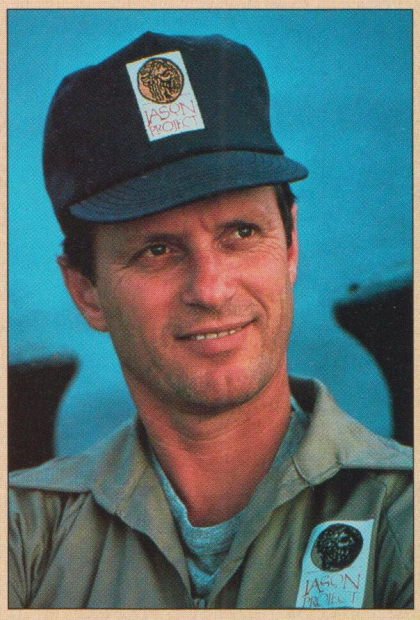
particularly effective in enhancing student learning. The mechanisms for doing this might include:

Supporting projects that feature "real world" experiences: Bob Ballard, director of the Center for Marine Exploration at the Woods Hole Oceanographic Institution, didn't set out to launch a school/business partnership. He just went looking for the world's most famous shipwreck—the *Titanic*. Armed with the newest and most advanced technology available, he succeeded in locating the ship and became an instant celebrity—especially in the eyes of schoolchildren. After receiving letters from more than 16,000 students asking how they could get a job like his, Ballard decided to include them via satellite hookup on his next expedition. The result is a school/business partnership that, in less than three years, has enabled hundreds of thousands of students to "explore the mysteries of the deep" with Ballard and his crew.

The partnership, called the Jason Project, receives corporate support from Cray Research, Electronic Data Systems, the National Geographic Society, and Turner Broadcasting. In support of the project, the National Science Teachers Association has developed a 50-hour pre-expedition curriculum. The curriculum helps to prepare students for a two-week electronic field trip in which they interact with Ballard's team of explorers and see Jason's discoveries in real time as they are transmitted from Ballard's floating laboratory.

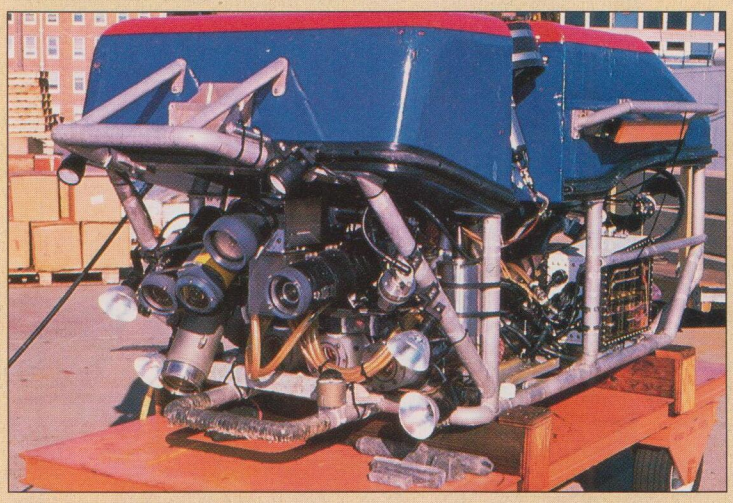
The Jason Project offers students the opportunity to experience science as it exists in the real world, an extremely powerful and motivating kind of learning. In addition, it enables participating businesses to gather genuine data about the technical effectiveness of the advanced telecommunications technology used to connect Ballard to students in classrooms across the nation.

There are many projects closer to home that offer similar benefits to the schools and businesses involved in them. For instance, one Connecticut teacher is currently working with two local bankers to set up a mock bank in her sixth-grade classroom. Through this low-cost, high-impact partnership, the classroom gains the excitement of learning real-world financial skills, and the bank gains good publicity—providing a much greater return on its investment than it might receive through a more costly advertising campaign.



Dr. Robert D. Ballard (above), a senior scientist at the Woods Hole Oceanographic Institution, heads The JASON Project.

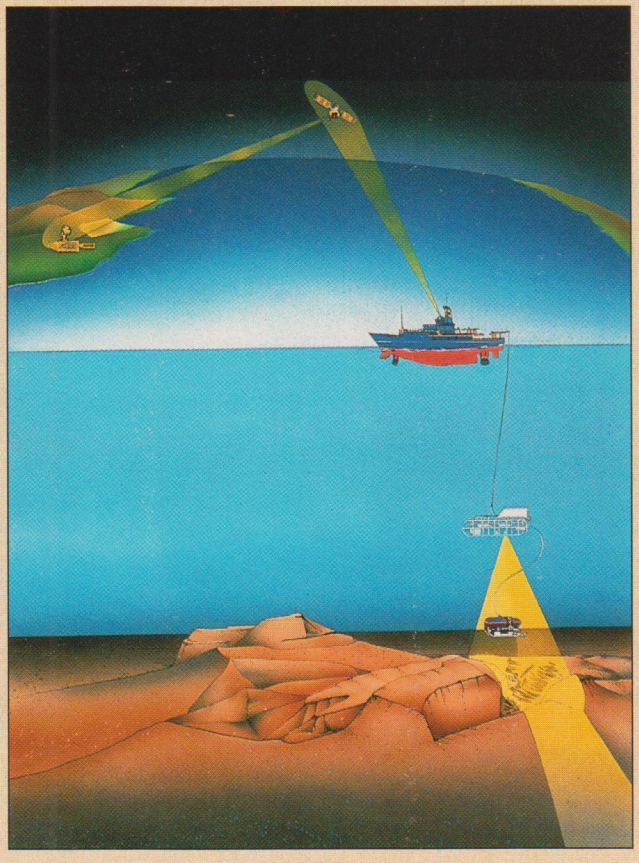
Offering Apprenticeship Programs: School/business partnerships are also providing students with real business experience by sponsoring apprenticeship programs. For example, Rockwell International's *Advanced Career Training Program* provides high school students who otherwise might not be motivated to finish



The remotely operated vehicle JASON.

school with an opportunity to work directly with Rockwell employees in an apprenticeship setting. The program helps students to see how their high school courses can help to prepare them for careers in fields such as electronic imaging, telecommunications, and engineering—careers they may never have heard of before. Rockwell benefits by assuring better student preparation for work at its company and more realistic expectations of the work environment.

Few school/business partnerships have tapped the full potential of apprenticeship programs, and there are many effective variations of the traditional model yet to be discovered. The state of Oregon, for instance, has passed legislation for a state-wide apprenticeship program aimed at non-college-bound students. The state is planning to offer tax credits to businesses as an incentive for setting up such programs.



Artist's rendition of the completed ARGO/JASON system with satellite transmission capability.

Motivating Students in Science, Mathematics, and Engineering:

According to New Hampshire inventor and entrepreneur Dean Kamen, education isn't suffering as much from a lack of resources and know-how as it is from low prestige and public apathy. He claims that business can best help education by applying sophisticated marketing/public relations techniques to help create a demand for quality education.

To this end, Kamen has formed a company, U.S. FIRST, dedicated to raising interest and performance in math and science to the same level as our country's interest and performance in professional athletics. The company has developed a series of marketing promotions and events to celebrate and popularize science, math, and technology both inside and outside of the classroom.

One such promotion, an incentive program called FIRST Points, awards "stamps" to students for their work in science and mathematics. These "stamps," donated by businesses and distributed by teachers, can be exchanged for prizes at business locations throughout the community. Participating businesses, including M&M/Mars and McDonald's, like the program in part because the FIRST Points stamps serve as a promotional vehicle for each participating company. And educators find that students are responding in positive ways. In fact, the National Science Teachers Association has endorsed the program.

U.S. FIRST also sponsors a FIRST Encounters contest which brings together 40 teams—

Sharon Smith (6th grade), won a three hour helicopter ride through the FIRST Points science and math incentive program.

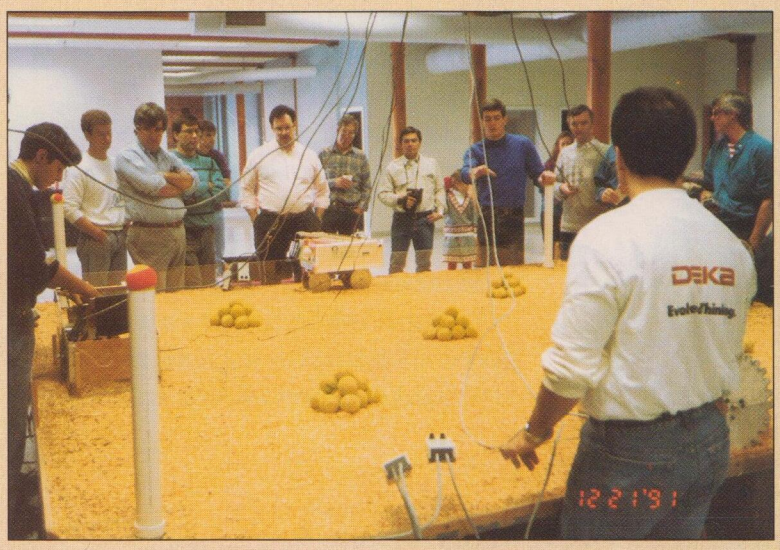
including representatives from companies such as Motorola, Boeing, and Xerox; various institutions of higher education including Harvard and Rensselaer Polytechnic Institute; and high school science classes—to compete for a national championship in the "sport" of design engineering. The contest is being conducted with all the excitement of a major sporting event, complete with referees, cheering fans and concession stands.

Of course, students benefit from working with the highest-quality professional design engineers. But the companies and institutions of higher education also benefit: Not only are they given the opportunity to influence the career choices of some very capable high school students, but they are also afforded the opportunity of working with young minds that have the potential of bringing new creativity and freshness to design engineering.

Increasing College Attendance and Job Placement:

Businesses have been granting scholarships to students for years, but in recent years, scholarships have gained a new emphasis. Instead of just awarding scholarships to graduating high school seniors in recognition of what they've already accomplished, more and more companies are working with schools to offer scholarships as incentives to students for what they have *yet to accomplish*.

For example, the Federal National Mortgage Association has set aside $1 million for a project which will award a $500 scholarship for college tuition to every student at Washington, D.C.'s Woodson High School who manages to get all As and Bs during any given semester. In a similar program in Detroit and Dallas, Pepsico is awarding $250 per semester to every student who maintains at least a C average, attends school regularly, and stays drug-free. And other companies, including Comerica Bank in Detroit, are offering guaranteed jobs to students who



Contestants in the FIRST Encounter "Maize Craze" contest design and build machines that collect and defend tennis balls, demonstrating engineering flair.

meet certain standards for academic achievement and attendance but who don't choose to go on to college.

Merrill Lynch's Scholarship Builder program may be the most innovative and ambitious project of its type. The project has committed to paying the college or vocational school tuition costs of some 250 first-graders in ten cities. These students will graduate from high school in the year 2000, by which time Merrill Lynch hopes to have $16 million in its scholarship fund.

Why does business put up such huge sums of money? These projects further two important business goals: to improve the preparation of entering employees and to enlarge the pool of qualified applicants.

Providing Instructional Support:

Another outcome that expands student learning is one that provides the support that many students need to succeed. Mentor/tutor programs are one of the most popular means of providing such support.

In mentor/tutor programs, adults from outside the educational community are invited into the classroom to work with children in developing and strengthening basic skills. While the participants are the primary beneficiaries, businesses gain visibility and recognition for their support of such programs, and also have an opportunity to provide instructional support in fields which are important to their industry (such as electronics).

Eastman Kodak has become a corporate pioneer in this area. This year alone, as many as 3,000 Kodak employees will serve as mentors or tutors in the Rochester, New York, schools where the company's headquarters is located. In a similar program with a different twist, Amoco has offered to donate $20 to a school for every hour that one of its retired employees volunteers at that school. And Chrysler has begun a new program called *World of Work* which gives employees time off to tutor schoolchildren in using computers and conducting science experiments. *World of Work* is the first school/business partnership to win a "Point of Light" award from the Bush administration. Programs such as Chrysler's give businesses an opportunity to influence curriculum directly in areas that impact them.

Updating the Curriculum:

The recent emphasis on curriculum revision in science and mathematics education is a good example of the concern that educators—and businesses—have for energizing the curriculum. A current partnership that focuses on updating the curriculum involves American Airlines, Burlington Northern, Tandy, and schools in Forth Worth, Texas. Entitled *C3*—for community, corporation, and classroom—the project is designed to help all students learn the math they need to know for the jobs that will be available when they graduate.

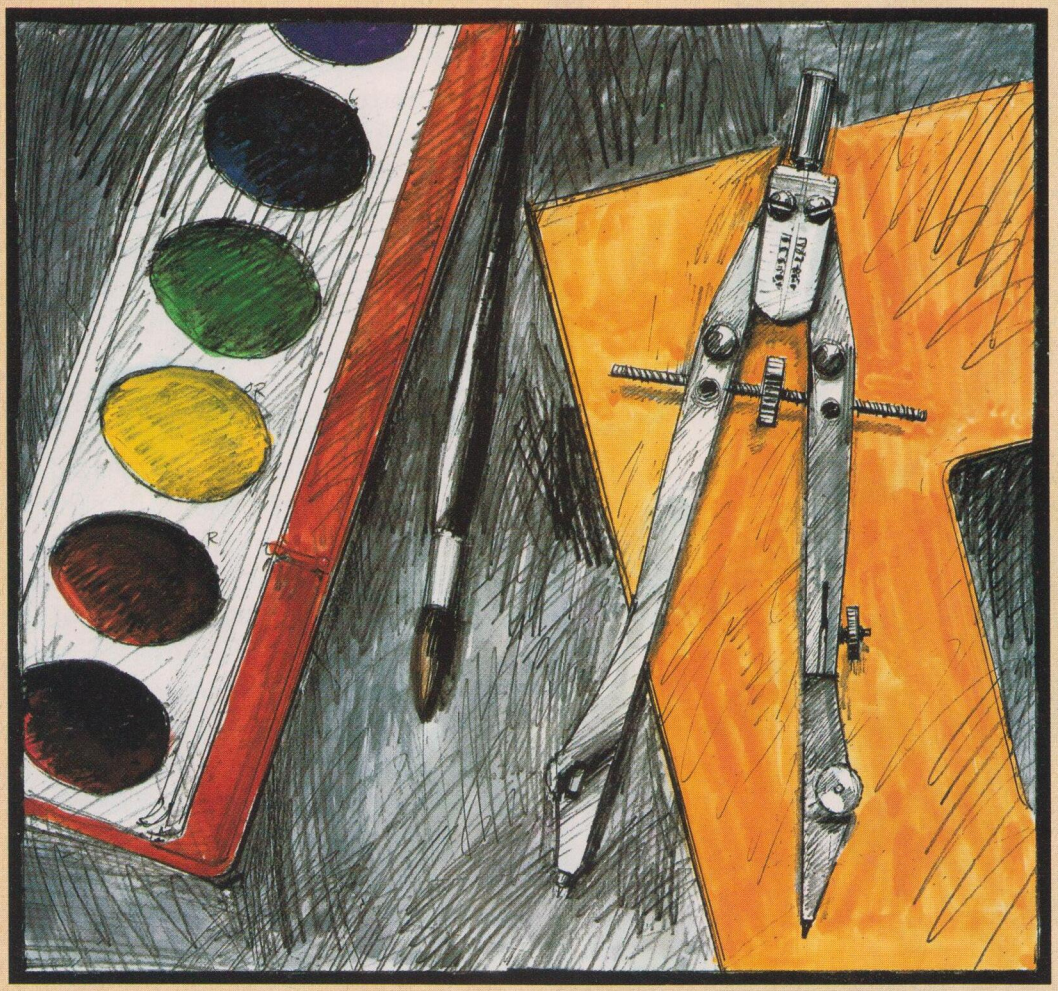
The project points to an important role for business in helping schools with the process of curriculum renewal: the need to communicate clearly to educators the expectations of business regarding the skills and knowledge that it anticipates its future employees will need. If the project is successful, not only will it yield gains in student achievement, it will also directly benefit the participating businesses—all major employers in the Fort Worth area—by better preparing the local population for employment.

Outcomes That Improve Organization and Management

When the words *organization* and *management* are mentioned, school/business partnerships are all too often thought of as a one-way street. That is, there seems to be a built-in expectation that business has all the management and organization solutions and education has all the problems. While it is true that business more visibly tinkers with its management skills and organizational structure than schools do, partnerships in this arena can lead to a number of positive outcomes, including the following:

Sharing Facilities:

One such outcome is the opportunity to share facilities—the physical space and technological equipment that both businesses and schools need to do their respective work. A Manhattan high school recently partnered with Phillip Morris to build a



model office at the school. The facility, with its up-to-date equipment, has made the school's business education classes far more realistic. And company personnel have been afforded an opportunity to come to the school and help teach those high school students who are about to join the work force in their community.

Such a partnership holds several benefits. First, students gain an extra sense of pride and importance in their work by knowing that they are working with real business equipment. Second, the school's business and technical training curriculum is likely to be revised over time to reflect the real needs of the work place.

This, in turn, increases the business partner's confidence in hiring students from the program. And finally, the model office provides an ideal setting for the business itself to train its current employees during non-school hours.

To date, organizational strategies for sharing facilities through school/business partnerships have not been vigorously pursued—but that does not mean that they shouldn't be. There are numerous, mutually beneficial opportunities for schools (especially at the secondary level and above) and businesses to share resources. For example, a school/business partnership might be established to create a shared technology center to which a coalition of small- to mid-sized local businesses contribute sophisticated graphic design equipment. Students could then be taught to use the equipment, with advanced students creating customized work for the businesses as part of their class requirements. Such a center would enable the participating businesses to avoid redundancy in securing technology and training resources, and it would offer yet another opportunity for students to connect learning with the "real world."

Improving Planning Strategies:

An increasing number of education and business leaders believe that the planning strategies that work in business can be adapted to work in education—and some have even formed partnerships to test their ideas.

For example, Xerox is working with schools in California, New York, and Virginia to apply the principals of its *Quality Management Process* (QMP)—which focuses on a team approach to planning—to the school setting. Employees from the company work full time with education leaders to customize the process to meet the needs of individual schools and districts.

Through this partnership, Xerox gains valuable feedback about the effectiveness of its QMP model in different organizational settings. What the company learns through its experiences with school partnerships can be applied to its own management planning. In addition, educators gain firsthand experience with various business procedures, building better understanding of planning procedures on "the other side of the fence."

Creating New Models for Schooling:

Perhaps the most comprehensive organization/management outcome of a school/business partnership is the creation of an entirely new school. An example is the *Corporate/Community School of America* (C/CSA) in Chicago. C/CSA is a not-for-profit, inner-city elementary school on Chicago's West Side, founded by Joseph Kellman, president of Globe Glass & Mirror Company. Currently the school enrolls about 250 students from two to 13 years old. Operating costs average approximately $5,100 per student, similar to the per-pupil costs of public schools.

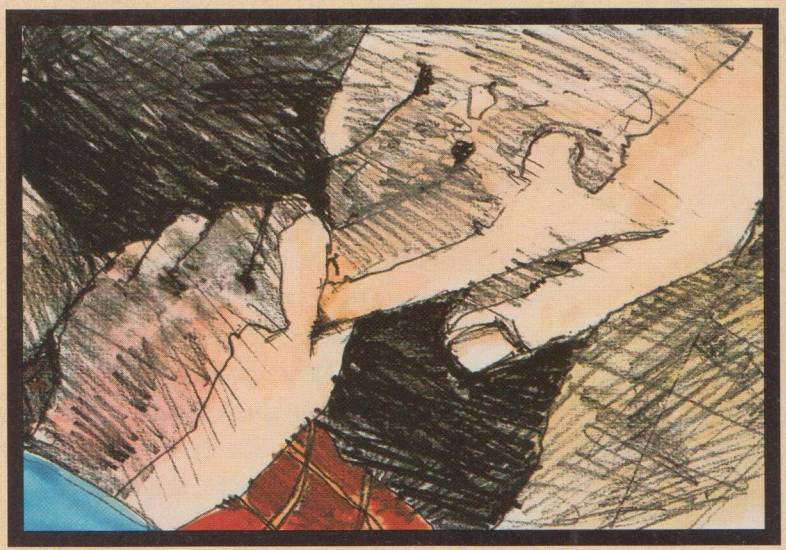
But that may be where similarities to public schools end. C/CSA is run much like a business. Elaine Mosley, who carries the titles of both principal and CEO, treats her teachers as executives with management authority and responsibility. The school is governed by a 15-member board of directors, which includes educators and parents as well as corporate executives from companies such as Quaker Oats and Sears. And while teachers make above-average salaries, there is no tenure.

If standardized test scores are any indication, C/CSA works: So far, student scores in reading and vocabulary have risen markedly for the three years the school has existed.

C/CSA's corporate partners make a three-year commitment to fund the project. In return, they receive much positive publicity for their reform efforts, and sit on the governing board. After three years, the partners' commitment is either renewed or discontinued, based on the success of the school in reaching its goals.

Providing Equipment:

A school/business partnership in Fairfax County, Virginia, has dramatically increased the capacity of a local high school to offer students a high-quality technical education in part by providing specialized equipment to that school. The Thomas Jefferson High School for Science and Technology is a magnet school that grew from shared concerns of education and business leaders about predictions of severe shortages of graduates qualified to pursue science and technology careers. The school opened six years ago and so far has received more than $5 million in support from businesses such as Honeywell,



Students at the LEGO TC LOGO test school in Hartford, CT, with the LEGO TC LOGO turtle—a two-motor programmable robot.

Martin Marietta, and TRW. Most of the support has been in the form of donated equipment and materials that have helped the school to establish 11 state-of-the-art laboratories in areas such as biotechnology and robotics.

The results? Last year Thomas Jefferson had the most National Merit Semifinalists in the nation, and 16 students also finished in the top 300 in the Westinghouse Science Talent Search. The companies that participated in this partnership will benefit directly as these students complete their education and pursue technology-related careers.

Establishing Pilot or Reference Sites:

A school can also serve as a site for piloting a business's product. Clearly, the educational aims of the school must match the nature and quality of the product tested. Nonetheless, there are many companies that market products and services to schools which would serve as appropriate partners. LEGO DACTA, for example, has used schools as reference sites in the development of many of its LEGO TC Logo products. Many other technology and software companies do the same.

Outcomes That Build Coalitions

Education is everybody's business. A community that understands this principle works to develop strong coalitions in support of its schools, and strong coalitions invariably result in schools with an increased capacity to achieve educational excellence. School/business partnerships can result in several important coalition-building outcomes, including the following:

Building Better Understanding:

One of the most effective ways of building better understanding between schools and businesses is through the process of shadowing. Shadowing simply means following in someone else's footsteps for a period of time.

In San Francisco's *Principal-for-a-Day* program, initiated by school superintendent Ray

Cortines, Bay Area CEOs spend a day in one of the city's schools, shadowing its principal. Through the program, business leaders gain a new understanding of, and appreciation for, the management skills and commitment of school principals.

Education leaders, in turn, could clearly benefit from shadowing selected business executives, culling from them organizational and management skills that might be applied to school or district problems, as well as gaining better understanding of how businesses work. Shadowing costs very little, and provides the increased understanding that is critical to expanding community coalitions and building effective, on-going partnerships.

Enlisting Community Leaders to Lobby for Education Reform:

An example of the potential of school/business partnerships to create momentum for education reform is the Lehigh Valley partnership in southeastern Pennsylvania. This partnership is an action-oriented coalition of 20 school superintendents, 25 chief executive officers, and ten college and university presidents, all of whom are dedicated to promoting educational excellence in the communities served by the partnership.

The kind of forum created by the Lehigh Valley Partnership is a very powerful vehicle for reform because it brings together a large group of influential decision-makers to address education issues that affect each of their respective organizations. By creating such a forum, the partnership decreases dramatically the amount of time and effort it takes to gain community-wide support for major educational reform initiatives. It also promotes shared responsibility for the success of the education system among a number of power brokers in the community.

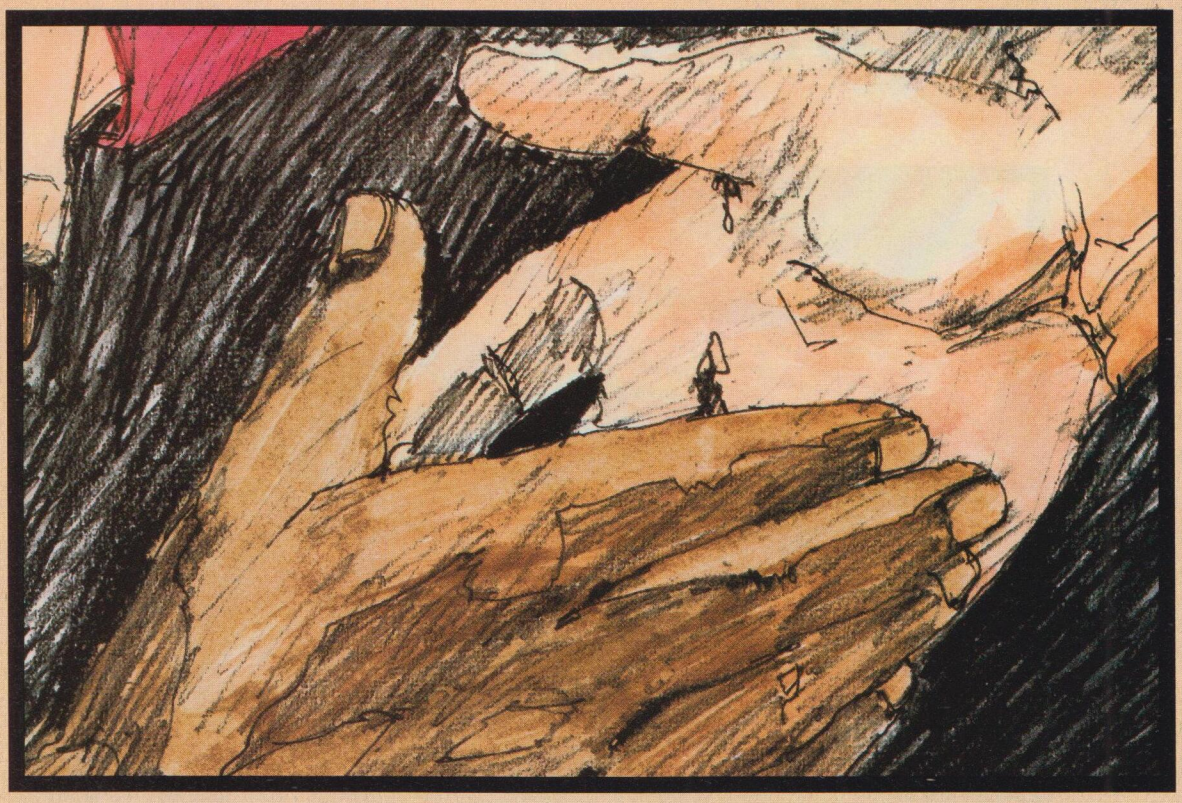
Turning Schools Into Community Learning Centers:

An increasing number of school/business partnerships foster school transformations into community learning centers. One example is a project initiated by Cities In Schools of Marin in San Rafael, California. Cities In Schools is a national non-profit organization that facilitates the development of partnerships for the benefit of schools with at-risk youth. The Marin chapter recently set up an office at an elementary school located in an area of San Rafael that has experienced a tremendous influx of immigrants over the past decade. Cities In Schools of Marin has created dozens of partnerships with community businesses and agencies that have turned the school into an effective community learning center. According to the chapter's executive director Marlene Jones Schoonover, not only do schoolchildren benefit during the day, but after hours the school is used for adult vocational education, for ESL classes, and for the delivery of various social services.

School/business partnerships that extend the use of the nation's existing education facilities to support the learning needs of the adult community yield several important outcomes. They develop strong community support for schools. And they provide adults with relatively easy access to the training they need in order to improve their marketability in the work place.

Gaining Experience for Tomorrow's Partnerships:

No matter how a school/business partnership turns out, experience is an important outcome that every partnership can count on. One notable example is *The Boston Compact*—a five-year school/



business partnership agreement that began in 1982. The compact was a comprehensive written agreement between the city's school system and its business community that focused on connecting schooling with employment. It began with much enthusiasm and commitment and ended with mixed results, mixed feelings, and a number of unmet objectives.

After first balking at a proposal for a second compact in 1988, the compact's partners agreed that, despite its deficiencies, the experience gained during the compact's first term provided substantial hope for a more successful second term. They subsequently designed a second compact, developing and emphasizing new goals and strategies to address problem areas uncovered during the first compact.

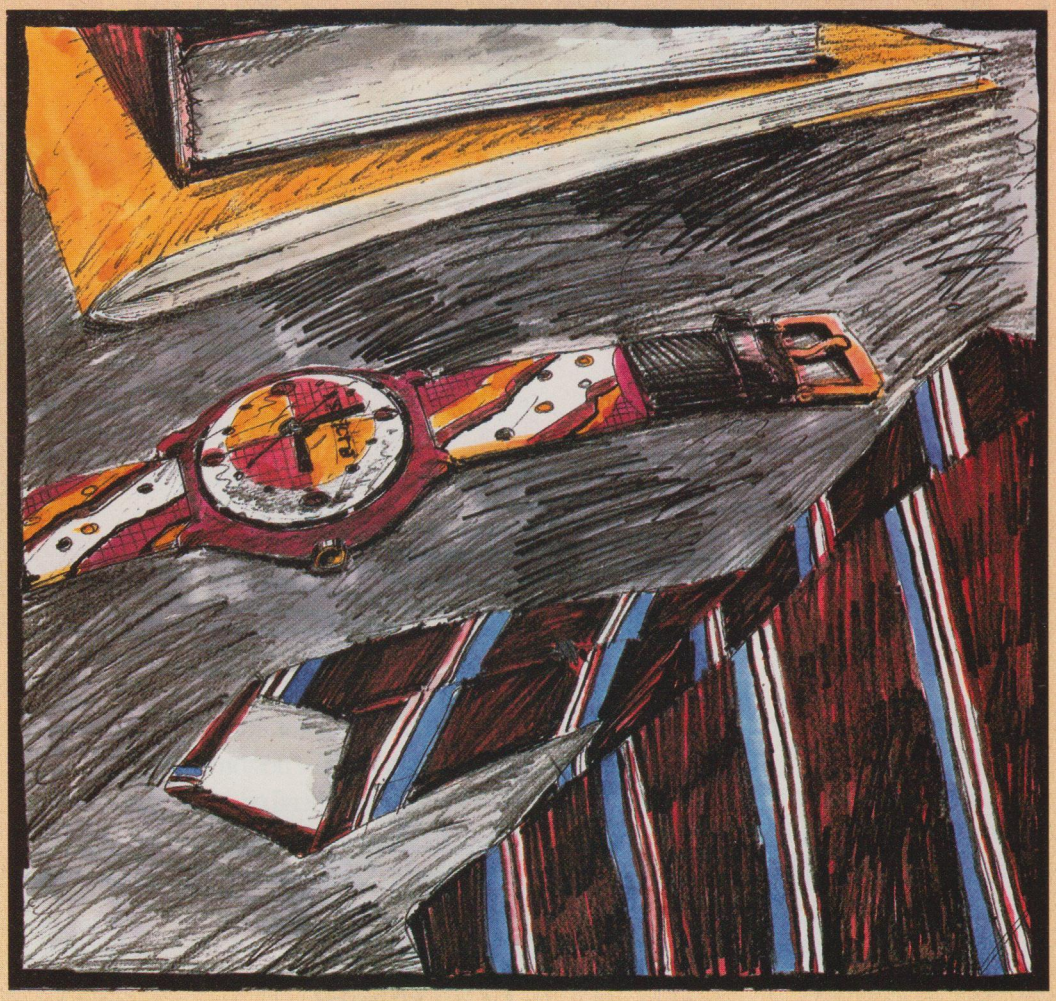
The Boston Compact has influenced other school/business partnerships. For example, the National Alliance of Business (NAB) drew from the experience of the Boston Compact to develop a set of general principles that could be used by other cities to develop similar projects; more than a dozen cities across the country have done so.

Conclusion

Lessons learned from other partnerships can serve as an important resource to you in developing effective partnerships of your own. While we've highlighted a variety of outcomes from a number of examples, the potential is limited only by your imagination and your ability to listen carefully to your partner's concerns, issues, and capabilities. Focusing on outcomes is more likely to lead to true partnerships where each partner benefits, and will work to continue the relationship.

Where to Look for Partners

By Gail Morse



In drawing up a list of potential partners, most educators start—and end—with a dozen familiar Fortune 500 names. But in fact, there are many potential partners to consider, partners that come from all segments of the local and national community.

Establishing partnerships is not a one-time activity. Rather, it is a process that evolves through various stages, a process fueled by communication, commitment, and careful planning.

Perhaps the most important first step towards a successful partnership lies in choosing the best partner for the project at hand. But how do you go about finding the right partner? The basic steps are as follows:

- Start with a vision. Decide how you want to improve the educational experiences of your students.
- Conduct a needs assessment. Determine what you need to move from where you are now to where you want to be in one, three, and five years down the road.
- Establish a list of outcomes for your partnership that will meet your objectives for improvement.

• Draw up a list of potential partners. In doing this, consider not only your own needs but also the needs (as you perceive them) of the partners you're considering. Target the companies that can best meet your needs *and* that may have needs that you can meet.

• Organize your list so that you approach your best prospects first.

• Write up a proposal for each partner you approach. In the proposal, state clearly the outcomes you hope to achieve through the partnership. Be sure to include not only what you want, but also what you have to offer.

• Remember that the first draft of the proposal is only a talking paper. Be prepared to refine and amend the proposal as part of the process of building a partnership.

Remember that not all partnerships require the resources of a large corporate donor. Many of your objectives can be achieved through effective local partnerships with parents, civic organizations, local businesses, government agencies, and community groups.

The following pages suggest some of the many partners you might consider in setting up a partnership.

Parents: The First Partners

Educators who are skilled at building partnerships know that parents are excellent first partners for any school. Depending on their areas of expertise, parents can serve as tutors, technology consultants, speakers, small group discussion leaders—and in many other roles. Moreover, parents can provide entrees to local businesses and community organizations that might also serve as partners.

The Business Community

This category encompasses a widely diverse group of resources from the largest multinational corporations to small local businesses.

Large national corporations are generally most appropriate for partnerships that require extensive resources—either financial or otherwise. Competition is stiff for these corporations' resources, but if you have an idea for a partnership that will mesh with the goals of a large corporation, it's worth a try. And don't forget that many large corporations have an interest in building good relations *within their local communities*. If you are fortunate enough to have a large corporation in your backyard, you may want to consider how your partnership might help them improve their "good neighbor" status.

For most projects, smaller businesses can also be excellent partners. In fact, these businesses may be more receptive because they are less overwhelmed with requests from grant-seekers. Small businesses that are franchises—such as local fast-food restaurants—may be good partners if they are given the autonomy from corporate headquarters to develop partnerships at a local level.

Business Trade Organizations

Local business trade organizations, and local chapters of national business organizations, can also help build partnerships. Sometimes they can point you in the direction of likely business partners; others might be willing to partner directly with you. Business trade organizations include these:

• chambers of commerce,

• business roundtables,

• associations of businesses in local malls,

• business-related clubs (Rotary, Kiwanis, Jaycees),

• associations of tradespeople (e.g., plumbers, carpenters),

• associations of professionals (e.g., realty boards),

• better business bureaus.

On a national level, you'll find resources to support partnerships from such groups as the National Alliance of Business, The Business Roundtable, and the National Association of Partners in Education.

Foundations

If you're looking specifically for grants, you'll probably want to look into the charitable programs set up by foundations. These organizations come closest to offering educators support without restrictions. The world of foundations can be subdivided into the following categories:

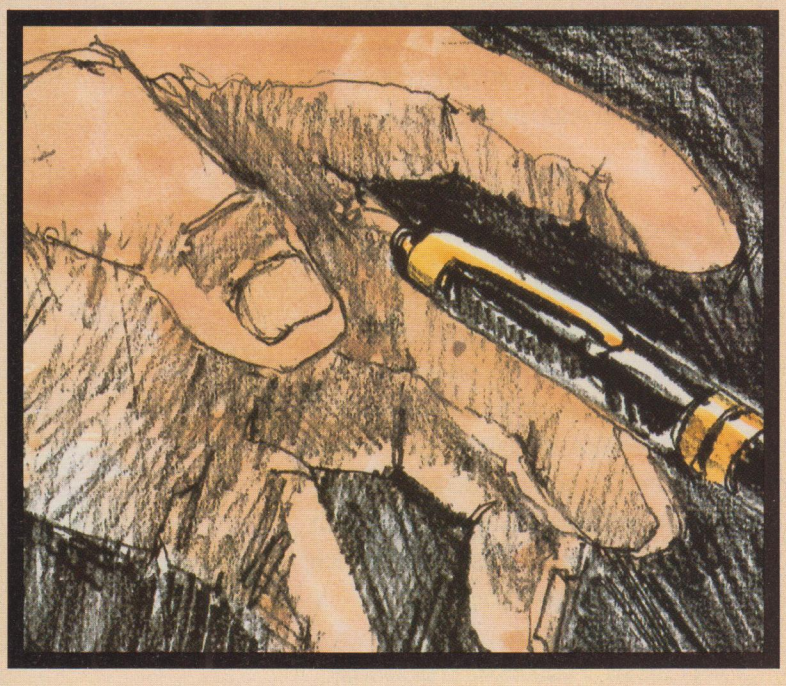
• National foundations. These philanthropic foundations do not limit their grant support to any geographic area. Examples are the Ford Foundation, Lilly Endowment, Rockefeller Foundation, and the Carnegie Corporation.

• Special interest foundations. These organizations offer support in targeted areas of interest. Examples include the Robert Wood Johnston Foundation (health) and the Joseph P. Kennedy Foundation (mental retardation).

• Corporate Foundations. Set up as the giving arm of large businesses, these groups include the Sears Roebuck Foundation, the Hewlett-Packard Foundation, and the Exxon Education Foundation.

• Community Foundations. There are approximately 300 community foundations spread across the country, with total assets of approximately $3 billion. Examples include the Cleveland Foundation and the New York Community Trust.

Any reference librarian can lead you to books, directories, and other information on how to tap the resources of foundations.



Civic Organizations

Civic organizations, which offer excellent opportunities for partnerships, are often overlooked. While many civic organizations have fewer dollars to donate than large corporations, they often have greater *in-kind* resources to share. And many also have long histories of volunteerism in philanthropic projects.

Among the civic organizations you may want to contact are community service groups, fraternal and sororal groups, social groups, athletic groups, senior citizen groups, public concern groups, religious groups, and youth groups.

To learn where to contact these and other volunteer groups in your state, contact your governor's office on volunteerism. If no such office exists, ask your governor's office which state agency coordinates private sector initiatives and volunteerism.

The Educational Community

Another easily overlooked resource for partners includes other schools (at all educational levels). Because the goals of schools are often quite similar, fruitful partnerships are often easier to plan. Partnerships that pair K-12 schools with institutions of higher education are also quite useful. Check out the following:

- local public and private schools at the elementary, secondary, community college, and university levels;
- adult education programs;
- employment and training consortia;
- educational support groups (PTA councils, Junior Achievement).

Local Government

Every community has agencies of state and local government that can be sources for partners. In your search, include these:

- elected officials and their agencies,
- fire and police departments,
- community agencies,
- non-profit agencies,
- health-related agencies.

Cultural and Special Interest Groups

Cultural and special interest groups offer areas of expertise that help to create unique alliances. When the National Endowment for the Arts launched its arts-in-education program in the 1970s, thousands of creative artists became involved in school partnerships. Some of the areas in which to look for partners include art leagues, artists' societies, friends-of-the-arts clubs, dance organizations, music groups, community choirs, orchestra and concert associations, oratorio singers, drama/theater groups, museums, art galleries, historic preservation groups, beautification committees, garden clubs, great books clubs, and literary societies.

Conclusion

Partnerships can help to prepare our students to assume productive roles in the 21st century. They can also bring together our educational system with community resources for the benefit of our students' intellectual, social, moral, and physical development.

How to Get More Information

By
Ellen R. Bialo and
Jay P. Sivin-Kachala

A large array of information resources is available to schools and districts interested in developing partnerships with business, institutions of higher education, and the local community. Some of the most helpful recent publications are listed below.

Articles

"Partnerships 101." *(May 1989) By A. H. Diffily.* Currents, *Vol. 15, No. 5, pp. 8-12.* Suggests how colleges and high schools can develop partnerships that are beneficial to both partners. Examples are provided.

"How to Organize Successful Parent Advisory Committees." *(October 1989) By W. B. Jennings.* Educational Leadership, *Vol. 47, No. 2, pp. 42-45.* Discusses the formation of site councils as a vehicle for establishing home-school-community partnerships for school improvement.

"Partnerships: Getting a Return on the Investment." *(October 1989) By M. A. MacDowell.* Educational Leadership, *Vol. 47, No. 2, pp. 8-11.* Addresses the time interval between a school-business partnership investment and the results. Highlights several successful partnerships. Provides general guidelines for establishing school-business partnerships.

"What Makes School-Business Partnerships Successful?" *(May 1991) By J. J. Caton and S. P. Krchniak.* Business Education Forum, *Vol. 45, No. 8, pp. 3-6.* Presents key elements necessary for successful school-business partnerships. Describes two such partnerships.

"Will Your School-Business Partnership Stand the Test of Time?" *(November 1990) By J. B. Schwartz.* NASSP Bulletin. Suggests questions to consider when planning for the long-term success of school-business partnerships.

Books and Other Publications

American Business and the Public School: Case Studies of Corporate Involvement in Public Education. *M. Levine and R. Trachtman, Eds. New York: Teachers College Press. $26.95.* Appraisals of pioneering examples of business-education partnerships that have influenced school funding, programming, and policy at the national and local levels.

Bring Business and Community Resources into Your Classroom. *Washington, DC: National Education Association. Free.* NEA's "how-to" handbook on building partnerships to access business and community resources.

Business and the Schools: A Guide to Effective Programs *(Second Edition). (Due March 1992.) New York: Council for Aid to Education. $20.00. Phone: (212) 689-2400.* An updated compendium of corporate programs to reform public schools. Will include an inventory of the characteristics of promising programs.

The Business Educationary: A Business Guide to the Language of Education. *(1991) Washington, DC: Center for Workforce Preparation and Quality Education. $15.00, with quantity discounts. Phone: (202) 463-5525.* A glossary of often-used terms in education reform. A tool for getting local business partners quickly "up to speed" on the issues that confront the schools.

The Business Roundtable Participation Guide: A Primer for Business on Education. *(1991) New York: The Business Roundtable, 200 Park Ave., New York, NY 10166. Free. To order, write or fax: (212) 682-0194.* Guidelines for developing business-school partnerships to bring about educational restructuring. Written from a business viewpoint, but valuable for educators as well.

Business/School Partnerships: A Path to Effective School Restructuring. *(1991) By D. W. Rigden. New York: Council for Aid to Educa-*

tion. $15.00. Phone: (212) 689-2400. Describes how businesses can make partnerships a vehicle for genuine school reform by linking them with the restructuring efforts of schools and school districts.

Business Strategies That Work: A Planning Guide for Education Restructuring. *(1990) Washington, DC: National Alliance of Business (NAB). $15.00. Phone: (202) 289-2888.* Guidelines for building business-education-community coalitions for the purpose of educational restructuring. Written from a business viewpoint, but the guidelines are valuable for educators as well. Includes four case studies.

Community Relations Kit. *(1990) Palo Alto, CA: Computer Learning Foundation. $7.50.* A comprehensive guide to beginning a school community relations program.

The Compact Project: Final Report. *(1991) Washington, DC: National Alliance of Business (NAB). $5.95, with quantity discounts. Phone: (202) 289-2888.* An overview of the Compact Project, which involved 12 communities attempting to build effective partnerships among school, employers, local elected officials, and at-risk youth. Includes a description of each community's partnership. (For a more extensive treatment, NAB publishes *The Compact Project: School-Business Partnerships for Improving Education,* which costs $14.00.)

Directory '92. *(Due January 1992.) Ellenton, FL: InfoMedia, Inc. $34.50. Phone: (813) 776-2535.* The 1992 version of this annual listing of partnership practitioners, including programs managed by business, government, non-profit organizations, higher education, and schools. Over 400 program descriptions listed alphabetically, state-by-state, and by subject (from aerospace to writing). Names, titles, addresses, and phone numbers of practitioners are provided.

How to Monitor and Evaluate Partnerships in Education: Measuring Their Success and ***Partnerships in Education: Measuring Their Success.*** *By S. D. Otterbourg. Ellenton, FL: InfoMedia, Inc. $57.50. Phone: (813) 776-2535.* This two-volume set is a step-by-step guide to developing partnership monitoring and evaluation procedures. Includes a wide variety of sample forms.

Improving the Business of Education. *Washington, DC: Center for Workforce Preparation and Quality Education. $10.00, with quantity discounts. Phone: (202) 463-5525.* Presents an eight-step action plan for organizing a local business-school-community partnership to achieve educational reform. Written from a business viewpoint, but valuable for educators as well.

Linking America's Schools and Colleges: Guide to Partnerships & National Directory. *By F. P. Wilbur and L. M. Lambert. Washington, DC: American Association for Higher Education. $24.95, with quantity discounts. Phone: (202) 293-6440.* Profiles 200 partnerships. Includes an index of 1,200 partnerships, with contact information.

A Manager's Handbook to Partnerships. *Ellenton, FL: InfoMedia, Inc. $19.45. Phone: (813) 776-2535.* A "how to" guide to setting up school-business partnership programs. Recommendations presented from both the school and the business viewpoint.

Opening the Doors of Our Schools: Increasing Access to Technology. *(Due January 1992.) Palo Alto, CA: Computer Learning Foundation. $7.50.* A guide to making the school's computer technology available to children and adults in your community after hours, on weekends, and during holidays and vacation periods.

Partnerships for Learning: School Completion and Employment Preparation in the High School Academies. *(1989) By E. Archer et al. New York, N.Y.: Academy for Educational Development, Inc. (ERIC Reproduction No. ED328630).* Discusses the school-business partnership requirements of "high school academies," also known as schools-within-schools, that provide disadvantaged students with an integrated approach to academic and vocational education. Evaluates three academies and identifies keys to success. Also includes a directory of academy contacts.

Partnerships in Education. *(Summer 1990)* Educational Perspectives. *Vol. 27, No. 1. Hawaii University, Manoa. College of Education (ERIC Reproduction No. ED333068).* Eight articles that address partnerships among schools, colleges, and businesses. The partnerships described are all members of the National Network for Educational Renewal.

Partnerships in Education Journal. *Ellenton, FL: InfoMedia, Inc. $43.00 for one year; $60.00 for two years. Phone: (813) 776-2535.* A national monthly publication that focuses on partnerships among schools, colleges and universities, and the private and public sectors. Each issue is theme-oriented, with submissions solicited from readers. An expanded fall issue provides more in-depth coverage. The theme of this year's fall issue was "Education Reform."

Partnerships in Education Journal's 100 Best for 1991/92. *Ellenton, FL: InfoMedia, Inc. $28.50. Phone: (813) 776-2535.* Descriptions of and contact information for 100 exemplary partnership programs, categorized by subject. Partnerships profiled are managed by schools, corporations, chambers of commerce, and colleges.

Partnerships That Work! *Ellenton, FL: InfoMedia, Inc. $28.70. Phone: (813) 776-2535.* Describes 22 exemplary corporate, school, and community-based partnership programs. Each chapter focuses on a specific partnership theme (e.g., early childhood development, literacy, the transition from school to work). Includes a directory of the professionals who direct or manage the partnerships described, with addresses and phone numbers.

School-College Partnerships: A Look at the Major National Models. *(1988) F. P. Wilbur, L. M. Lambert, and M. J. Young. National Association of Secondary School Principals (NASSP). $8.00.* Phone: (800) 253-7746. Describes 11 different ways that colleges and high schools can work together for the benefit of high school students.

School-Community-Business Partnerships: Building Foundations for Dropout Prevention. *(April 1990) By H. H. Bucy. Clemson, SC: National Dropout Prevention Center. $8.00. (ERIC Reproduction No. ED318894).* Suggests approaches for initiating and maintaining school-business-community partnerships to address dropout prevention. Includes examples of working partnerships. Discusses the importance of program monitoring, public relations, and evaluation.

School-University Partnerships in Action: Concepts, Cases, & Concerns. *(1988) K. A. Sirotnik and J. I. Goodlad. New York, Teachers College Press. $28.95 (cloth); $16.95 (paperback).* Details school-university partnerships across the country, focusing on major population centers. Offers guidance for establishing and managing such partnerships.

Sharing Responsibility for Success. *Denver, CO: Education Commission of the States. Price: $20.00.* Phone: (303) 299-3600. Calls for a national commitment to change American education radically, and outlines strategies to help people get started. Includes seven brochures, each addressed to a different group: business and industry, local boards of education, state boards of education, district superintendents, chief state school officers, governors, and legislators.

Videocassettes

"Children in Need." *Committee for Economic Development (CED). $95 for 28-minute version; $125 for 57-minute version. Both 1/2-inch VHS and 3/4-inch formats are available. Phone: (212) 688-2063.* An award-winning documentary on the process of improving schools to help disadvantaged children succeed and the partnership role of American business in this effort. Useful as a discussion-starter at meetings involving school, business, government, and community leaders. Included with the video is a comprehensive *Resource and Reference Guide* on a partnership approach to educational reform.

"Partnerships: U.S. & United Kingdom" and ***"Partnerships at Work."*** *Ellenton, FL: InfoMedia, Inc. $47.50 (2 programs on 1 cassette). Phone: (813) 776-2535.* Approximately two hours of video presentation from eight organizations involved in educational partnerships, including schools, business, chambers of commerce, and a national government.

Organizations

Center for Workforce Preparation and Quality Education. An affiliate of the U.S. Chamber of Commerce focusing on education restructuring and workforce preparation. Its aim is to mobilize local community action through state and local chambers of commerce. Publishes documents on business's role in school reform (some of which are described above). Provides a clearinghouse of information on the education reform activities and interests of 1,300 chambers of commerce nationwide (free to local chambers). 1615 H Street, N.W., Washington, DC 20062. Phone: (202) 463-5525.

Education Interface. An information services organization that publishes a set of guides to funding and in-kind support for schools: *Guide to Corporate Support, Guide to Voluntary Support, Guide to Pre-College Foundation Support* and *Guide to Federal Government Support*. They also publish the *National Guide to Educator Empowerment*. A set of four volumes—the first three plus either of the latter two—costs $375.00, or individual volumes can be purchased separately. PO Box 3649, Princeton, NJ 08543-3649. Phone: (800) 222-3863; (609) 497-0777.

The Home and School Institute, Inc. Develops and implements partnerships among school districts, government agencies, corporations, and community organizations,

emphasizing the educational role of the family. Provides training programs and publications. 1201 16th Street, N.W., Washington, DC 20036. Phone: (202) 466-3633.

InfoMedia, Inc. A major source of published information on collaborative alliances among schools, colleges and universities, and the private and public sectors. (Many of InfoMedia's publications are described above.) Sponsors a national conference and the annual *PIE Journal National Partnership Awards*, which recognizes effective partnerships in 16 subject categories. PO Box 210, Ellenton, FL 34222-0210. Phone: (813) 776-2535.

National Alliance for Restructuring Education. An alliance of 12 states and districts deeply engaged in restructuring their schools. The alliance's focuses are student performance assessment, organizational change, and accountability and incentive systems. Assistance with preliminary planning for restructuring is provided to districts that are not part of the alliance. Contact: Michael Cohen, National Center on Education and the Economy, 1341 G Street, N.W., Suite 1020, Washington, DC 20005. Phone: (202) 783-3668.

National Alliance of Business. A business-led organization that develops business partnerships with government, labor, and education—with the goal of improving quality in education and the American workforce. Resources include publications; a partnership network; a speakers bureau; and educational institutes, symposia, and seminars. 1201 New York Avenue, N.W., Washington, DC 20005. Phone: (202) 289-2888.

National Association for Industry-Education Cooperation. A national clearinghouse for information on industry involvement in education that assists local communities in establishing industry-education councils. Focuses on school improvement, career education, and human resource/economic development. Conducts workshops, seminars, and conferences. 235 Hendricks Blvd., Buffalo, NY 14226-3304. Phone: (716) 834-7047.

National Association of Partners in Education, Inc. A membership organization providing leadership in the development of effective partnerships in education. Publishes newsletters and manuals, conducts training, organizes conferences, and conducts research. Publications include *A Practical Guide to Creating and Managing a Business/Education Partnership* ($50.00), *Guide to Long-Range Strategic Planning for School Volunteer and Partnership Programs* ($12.00), and *Partnerships Evaluation: Simple to Comprehensive* ($30.00). 209 Madison Street, Suite 401, Alexandria, VA 22314. Phone: (703) 836-4880.

School and Family Connections Program. Conducts research on and development of school-family partnerships to benefit children's learning and school success. This includes the Teachers Involve Parents in Schoolwork (TIPS) model for encouraging teachers to involve families in children's homework assignments. A free list is available of over 50 of the project's publications, materials for teachers, and questionnaires. Contact: Joyce Epstein, Center on Families, Communities, Schools & Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218. Phone: (410) 516-0370.

Since our founding,
Apple Computer has been a partner
with educators in America.

We've seen that, given the right tools,
educators are making a powerful difference
in the lives of students.

This spring, we will introduce
a new program
that will link American business and education:
the Apple Education/Business Partnership Program.

The goal is to create partnerships
between schools and businesses.
To fuel progress.
To foster learning.
To help educators and students succeed.
And to help businesspeople succeed.

We hope you'll get involved.

The Apple Education/Business Partnership Program

Beginning in April, you can find out more about the program by talking
with your Apple Education Sales Consultant (AESC) or Apple account executive.

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